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ABSTRACT

This guide delineates the scope and sequence of Latin instruction in levels 1-3 in terms of behavioral objectives. Following a review of the Bloomington, Minnesota, school philosophy and a discussion of the design of foreign language behavioral objectives on which the guide is based, the manual discusses expected terminal behavior in the level 1 course using "Artes Latinae", specific behavioral objectives by units for level 1 and level 2 courses, and a concluding section on the behavioral objectives of the level 3 course. Guidelines for the development of grammatical forms, structures, and cultural education are included. (RL)

FOREIGN LANGUAGES

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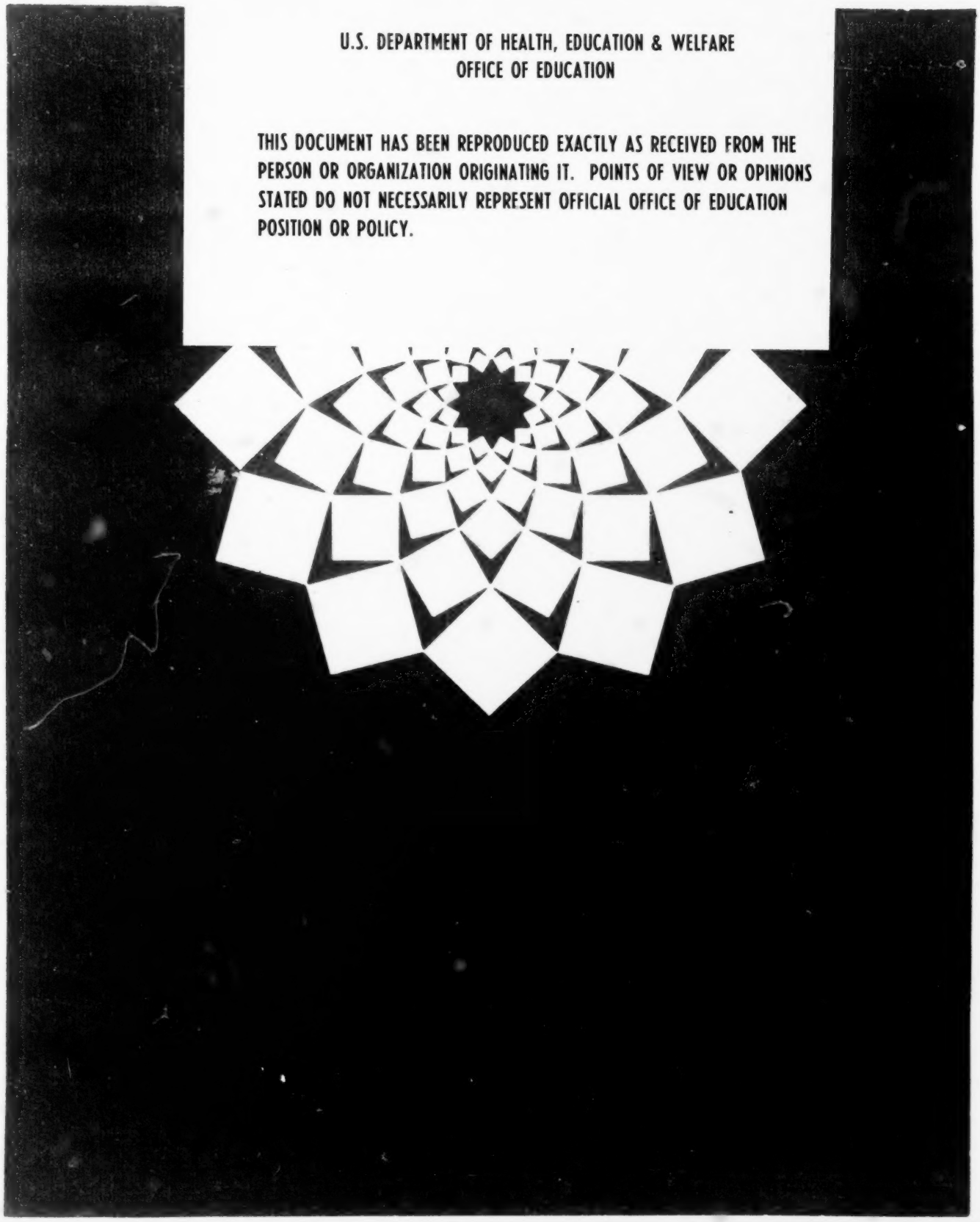

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ACKNOWLEDGMENTS

This publication is the first venture in producing a guide which delineates the scope and sequence of foreign language instruction from grades 7 through 12.

The curriculum guide will serve as the basis for a well articulated foreign language program in Bloomington.

Invaluable assistance in the writing of this guide was obtained from the curriculum guides of Bloomfield Hills, Minneapolis, New York City, the State of Delaware, the State of Indiana, the State of Minnesota, and the State of Wisconsin.

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PURPOSE OF THE CURRICULUM GUIDE

This curriculum guide has been written to assist the language teachers in Bloomington. It is intended to serve as a guide to foreign language teachers in:

1. following the philosophy and objectives
2. following the scope and sequence of course content
3. teaching the fundamental language skills
4. teaching the foreign culture and civilization
5. following behavioral objectives in planning and teaching the target language
6. using audio-lingual techniques
7. preparing and using dialogs and pattern drills
8. carrying on a program of motivational activities and projects
9. using audio and audio-visual aids
10. planning and scheduling supplementary reading and reports
11. improving articulation.

INTRODUCTION

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no given point can the experience be considered complete or the skill perfect. Many pupils study a foreign language for only two years; of course, a longer time is needed to approach a mastery of the language. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

Progress in any one of the linguistic skills of foreign language learning or in the cultural experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected and may later be forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

BLOOMINGTON'S SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

1. the value of the individual personality.
2. the worth of the individual.
3. the individual's potentialities.
4. the individual patterns of human growth.
5. the individuality of learning.
6. the value of good mental and physical health of the individual.
7. the importance of the moral and spiritual values of the individual.
8. the individuals who need to identify with groups.
9. the value of creative instruction.
10. continuous educational research and utilization of its findings.
11. the value of excellence in all instruction.

RATIONALE OF FOREIGN LANGUAGE EDUCATION IN BLOOMINGTON

Supersonic jets and other modes of transportation and communication have contracted the globe and increased man's awareness of his formerly far-flung neighbors so that the need to communicate effectively within the family of nations is imperative. Recent world events have punctuated the necessity for communicative educational programs because of the rapidly expanding dimensions of society and the intermingling of people of various cultures.

Communication with our world neighbors integrates a personal and humanistic element into foreign language learning. An important value of foreign language learning is the awareness of another culture through its language. This implies that there are many ways of doing things, not just our way.

Effective communication with other people has a humanitarian aspect as well since our world neighbor is more amenable to our assistance and suggestions when we speak his language. Our programs of assistance to underdeveloped countries have demonstrated this fact. Former President John F. Kennedy and his wife won the hearts of people in the foreign countries they visited when they spoke the language of the inhabitants.

Economic factors also have dictated the necessity for business leaders to communicate in the target language in their inter-continental business transactions.

Our international relations are constantly expanding as we find new ways to secure world peace, to provide technical and material assistance to other countries and to promote cultural exchanges. The importance of knowing and speaking foreign languages is constantly increasing as we become more closely intertwined with other peoples.

This concept of communication with our world neighbors has been recognized by our Federal Government in the creation of the National Defense Education Act of 1958 to develop educational programs of intensive foreign language study.

The Administration and the Board of Education in Bloomington have also recognized the vital need for foreign language instruction. This has been evidenced by the increased course offerings, such as Russian in the senior high schools, and by expanded foreign language training in the junior high program. The Board of Education appointed a K-12 Foreign Language Coordinator to assure the continued importance of foreign language instruction by means of a sequential program in the elementary and secondary schools.

The Bloomington Foreign Language Staff proposes the following philosophy of instruction which should be applicable to all grade levels:

1. Foreign language communication can best be accomplished by utilizing not only the most modern audio-lingual approaches to language learning but also those approaches which have proved successful in the past.

2. Foreign language instruction should begin as early as possible, preferably in the primary grades.

3. The term "level" (rather than "year" or "grade") designates the degree of linguistic proficiency to be mastered and the cultural understanding to be acquired during a specified period of time.

OBJECTIVES OF FOREIGN LANGUAGE INSTRUCTION

General Objectives

The primary function of language is to communicate, first through hearing and speaking, and then through reading and writing.

A concomitant objective of foreign language instruction is to develop in pupils an understanding of foreign people, of their country and of their culture.

Specific Objectives

The specific objectives of foreign language instruction can be stated as linguistic and cultural.

Linguistic Objectives:

1. To understand a foreign language when spoken at normal speed on a subject within the range of the student's experience.

2. To speak well enough to communicate directly with a native speaker on a subject within the range of the student's experience.

3. To read with direct understanding, without recourse to English translation, material on a general subject.

4. To write, using authentic patterns of the language.

5. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.

Cultural Objectives:

1. To understand, through the foreign language, the contemporary values and behavior patterns of the people whose language is being studied.

2. To acquire knowledge of the significant features of the country or area where the language is spoken (geographic, economic, political, etc.).

3. To develop an understanding of the literary and cultural heritage of the people whose language is studied.

BEHAVIORAL OBJECTIVES

In the development of the Foreign Language Curriculum Guide efforts have been made to include the use of behavioral objectives.

These objectives are designed to describe the total performance (T.P.O.) for a given segment of language instruction, as well as the more specific instructional performance (I.P.O.) of the specific lessons provided in this program. By no means is this program comprehensive or complete for all segments of language instruction, but it has been developed as a guide for the teacher and a possible pattern for subsequent efforts.

Learning activity packages are being written, using behavioral objectives, and student performance criteria.

In order to delineate the specific linguistic and cultural skills in behavioral terms, the performance objectives on the following pages were used in the development of each of the languages.

The coding used includes: T.P.O. = Total Performance Objective
I.P.O. = Instructional Performance Objective

FOREIGN LANGUAGE BEHAVIORAL OBJECTIVES DESIGN

T.P.O.F.L. 1.0 Given any communication in the target language, at his level of instruction, the learner will demonstrate his ability to convey meaning in the ORAL area through pronunciation, intonation, rhythm, and syntax. Accuracy: 90% or greater.

I.P.O.F.L. 1.1 Given a series of utterances, the learner will imitate promptly, verbally, with correct pronunciation, morphology, and syntax. The rate must be normal. Accuracy: 90% or greater.

I.P.O.F.L. 1.1a Given a simple utterance, the learner will repeat it immediately with sufficient accuracy that not two phonemes are confused and that no native language phonemes are substituted. (The rate must be normal.) Accuracy: 95% or greater.

I.P.O.F.L. 1.1b Given at his level of instruction an oral list of words containing the phonemes unique to the target language, the learner will imitate the words with accuracy satisfactory to the examiner. Accuracy: 80% or greater.

I.P.O.F.L. 1.2 Given a command requiring a single non-verbal response, the learner will respond promptly. Accuracy: 95% or greater.

I.P.O.F.L. 1.3 Given an utterance requiring a declarative response, the learner will respond promptly, verbally, and with correct pronunciation, morphology, and syntax. The rate must be normal, with accuracy of 80% or greater.

I.P.O.F.L. 1.4 Given oral interrogatives in the target language the learner, at his level of instruction, will consistently identify them verbally or non-verbally. Accuracy: 100%.

I.P.O.F.L. 1.5 Given oral questions at his level of instruction in the target language, the learner will answer promptly in the target language with native-like control (phonology, morphology, and syntax). Accuracy: 80% or greater.

I.P.O.F.L. 1.6 Given any situation at his level of instruction in the target language, the learner will construct one or more questions in the target language with native-like accuracy of 90% or greater.

I.P.O.F.L. 1.7 Given orally a series of sentences containing dialects (recognized phonemic variations), the learner will repeat in his standard speech, accurately identifying 75% of the variations.

T.P.O.F.L. 2.0 Given any communication at his level of instruction, the learner will demonstrate his ability to convey meaning in the written area through spelling, punctuation and syntax. Accuracy: 85% or greater.

I.P.O.F.L. 2.1 Given the written form of an utterance previously mastered orally, the learner will copy it correctly and legibly, all symbols of the target language being written correctly, with 100% accuracy.

I.P.O.F.L. 2.2 Given any utterance(s) at his level of instruction in the target language, the learner will write it correctly and promptly from dictation with 95% accuracy or greater.

I.P.O.F.L. 2.3 Given any utterance(s) at his level of instruction in the target language NOT previously mastered in the written form, the learner will write it correctly and promptly from dictation. Accuracy: 80% or greater.

I.P.O.F.L. 2.4 Given the written form of an utterance he has or has not mastered, the learner will read aloud with correct pronunciation, rhythm, intonation, and at a normal rate. Accuracy: 75% or greater.

I.P.O.F.L. 2.5 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written declarative sentences with no vocabulary aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.6 Given a situation in oral, written or pictorial form at his level of instruction, the learner will construct written interrogatives with no lexical aids and with correct morphology and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 2.7 Given an oral lecture at his level of instruction, in the target language, the learner will demonstrate his ability to take notes in the target language with 75% accuracy or greater.

T.P.O.F.L. 3.0 Given any specific function of a word or group of words at his level of instruction, in the target language, the learner will demonstrate his ability to use this item in correct context (correct morphology and syntax) with accuracy of 80% or greater. (Function words e.g. verb, adverb, intensifiers, determiners, etc.)

I.P.O.F.L. 3.1 Given a minimal list (the number unique to the target language) of any class of verbs at his level of instruction, the learner will select and use the verb form appropriate to context, orally as well as written, with 80% accuracy, or greater.

I.P.O.F.L. 3.1a Given a minimal list of any class of verbs at his level of instruction, the learner will demonstrate his ability to convey meaning in two or more time sequences, orally as well as written, with 85% or greater accuracy.

I.P.O.F.L. 3.1b Given a list of verbs containing orthographic changes unique to the target language, the learner will demonstrate, at his level of instruction, his ability to use these in written form with 90% or greater accuracy.

I.P.O.F.L. 3.1c Given a list of reflexive verbs unique to the target language, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written, with 90% accuracy or greater.

I.P.O.F.L. 3.1d Given a list or irregular verbs (unique to the target language) the learner will demonstrate his ability to convey meaning orally as well as written, with 80% accuracy or greater.

I.P.O.F.L. 3.1e Given any infinitive in the target language the learner will demonstrate his ability to recognize it and find the stem to be used for conjugating the entire verb. Accuracy: 90% or greater.

I.P.O.F.L. 3.1f Given a list of verbs with stem changes, at his level of instruction, the learner will demonstrate his ability to use these orally as well as written with 90% accuracy or greater.

I.P.O.F.L. 3.2 Given a series of utterances at his level of instruction, the learner will demonstrate his ability in oral as well as written form, to transform into negatives with special attention to intonation and syntax. Accuracy: 75% or greater.

I.P.O.F.L. 3.3 Given a list of verbs at his level of instruction, the learner will demonstrate his ability to construct new parts of speech orally or written, from this list, with 85% accuracy or greater.

I.P.O.F.L. 3.3a Given any utterance in the imperative form in the target language at his level of instruction, the learner will recognize and demonstrate his ability to convey meaning with 90% accuracy or greater.

I.P.O.F.L. 3.3b Given any infinitive form in the target language at his level of instruction, the learner will demonstrate his ability to identify, construct, and convey meaning by the participial form appropriate to any given context. Accuracy: 80% or greater.

I.P.O.F.L. 3.3c Given any utterance in the target language at his level of instruction, the learner will demonstrate his ability to accurately place direct, object nouns and indirect object nouns or pronouns with 85% accuracy or greater (morphology and syntax).

I.P.O.F.L. 3.4 Given a list of adjectives at his level of instruction the learner will demonstrate his ability to transform any adjective into new parts of speech, orally or written form, with 85% or greater accuracy.

I.P.O.F.L. 3.4a Given a list of adverbs, at his level of instruction the learner will demonstrate his ability to construct new parts of speech, orally or written, from the given list. Accuracy: 90% or greater.

I.P.O.F.L. 3.4b Given a list of nouns at his level of instruction, the learner will demonstrate his ability to construct and use new parts of speech, orally as well as written, with 85% or greater accuracy.

I.P.O.F.L. 3.5 Given any situation requiring adverbial meaning, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

I.P.O.F.L. 3.5a Given any situation requiring adverbial meaning employing a preposition, the learner at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% accuracy or greater.

I.P.O.F.L. 3.5b Given any situation requiring adverbial meaning with a preposition, the learner, at his level of instruction and in the target language, will demonstrate his ability to convey that meaning with 90% or greater accuracy.

T.P.O.F.L. 4.0 Given a set of basic illustrations at his level of instruction demonstrating NUMBER and GENDER unique to the target language, the learner will demonstrate his ability to distinguish each in both oral and/or written context with native-like control. Accuracy: 95% or greater.

I.P.O.F.L. 4.1 Given a minimum of four masculine, four feminine, and four neuter terms, at his level of instruction, the learner will distinguish, by oral or written usage, the unique differences. Accuracy: 90% or greater.

I.P.O.F.L. 4.2 Given any unidentified noun, pronoun, or adjective at his level of instruction, the learner will construct in the target language one or more illustrations demonstrating his ability to distinguish between masculine, feminine, and neuter genders. This is to be achieved with 80% accuracy or greater.

I.P.O.F.L. 4.3 Given a minimum list of four singular and four plural terms, at his level of instruction, the learner will distinguish by oral or written usage, the unique differences. Accuracy: 90% or greater.

I.P.O.F.L. 4.4 Given any singular or plural noun and/or pronoun and/or adjective and/or verb at his level of instruction, in the target language (oral or written), the learner will construct the contrasting quantity with 75% accuracy.

I.P.O.F.L. 4.5 Given any quantity of utterances, his level of instruction, in the target language, the learner will demonstrate his ability to convey meaning by appropriate agreement of all related terms. Accuracy: 80% or greater.

I.P.O.F.L. 4.6 Given a minimal list of roots at his level of instruction, in the target language, the learner will demonstrate in the target language his ability to transform these and use the derivatives in accurate context. Accuracy: 80% or greater.

T.P.O.F.L. 5.0 Given a minimal set of 100 idiomatic expressions at his level of instruction, the learner will demonstrate use of those situations (oral or written) in the target language unique to the mores of the target region. Accuracy: 75% or greater.

I.P.O.F.L. 5.1 Given an idiomatic expression in the target language at his level of instruction, the learner will demonstrate his ability to recognize the basic definition of "idiomatic" with 100% accuracy. (e.g. environmental)

I.P.O.F.L. 5.2 Given any idiomatic expression(s) in the target language at his level of instruction, the learner will demonstrate his ability to use these in situations unique to the life situations of the target region. Usage is to be oral or written with 80% accuracy or greater.

T.P.O.F.L. 6.0 Given an oral or written passage which may or may not be previously mastered, in the target language, at his level of instruction the learner will identify and/or name main ideas and answer questions orally and in writing with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 6.1 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will identify and describe or interpret the main idea(s) of the passage orally or written. This is to be in the target language with 80% accuracy or greater.

I.P.O.F.L. 6.2 Given an oral or written passage which may or may not be previously studied in the target language at his level of instruction, the learner will describe in summary from the main idea(s), orally or written. This is to be in the target language with 80% accuracy or greater.

I.P.O.F.L. 6.3 Given an oral or written passage which may or may not be previously studied in the target language, at his level of instruction, the learner will answer questions orally or written on the content, dealing with the main idea of any sentence(s). This is to be in the target language with 80% accuracy or greater.

T.P.O.F.L. 7.0 Given a topic or incomplete topic sentence or detailed outline in the target language at his level of instruction, the learner will demonstrate his ability to speak or write well-organized paragraph(s) of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.1 Given an outline, in the target language at his level of instruction, the learner will demonstrate his ability to construct orally or written a well-organized presentation of three or more sentences in the target language with native-like phonology, morphology, and syntax. Accuracy: 80% or greater.

I.P.O.F.L. 7.2 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct in written form, well-organized paragraph(s) or three or more sentences in the target language with native-like control. Accuracy: 75% or greater.

I.P.O.F.L. 7.3 Given a topic or incomplete topic sentence in the target language, with or without references, at his level of instruction, the learner will demonstrate his ability to construct orally three or more well-organized sentences in the target language with native-like phonology, morphology, and syntax. Accuracy 70% or greater.

T.P.O.F.L. 8.0 Given situations based upon the geography, history, literature, and fine arts, at his level of instruction, the learner will demonstrate his comprehension by describing the mores unique to the target culture in the native and/or target languages. Accuracy: 75% or greater for all items.

I.P.O.F.L. 8.1 Given a list of the holidays appropriate to the geographical location, the learner will state the reasons for their significance.

I.P.O.F.L. 8.1a Given a list of the holidays in the target culture, the learner will identify those of a religious base.

I.P.O.F.L. 8.1b Given a list of the holidays in the target culture, the learner will identify those of a non-religious base.

I.P.O.F.L. 8.2 Given a minimal list of five geographical terms at his level of instruction, the learner will interpret these as affecting the everyday life of the target culture.

I.P.O.F.L. 8.2a Given the regions of the target language, at the level of his instruction, the learner will describe the climate as it affects the everyday life of each region.

I.P.O.F.L. 8.2b Given the terrain unique to the regions of the target language at the level of his instruction, the learner will demonstrate his comprehension of this as it affects everyday life of a citizen of the target world.

I.P.O.F.L. 8.2c Given appropriate materials at the level of his instruction, the learner will identify the major products of the target regions and describe the effects, if any, upon the everyday life.

I.P.O.F.L. 8.3 Given a list of widespread forms of entertainment unique to the target culture, the learner at his level of instruction will identify situations in the target culture where these are effective.

I.P.O.F.L. 8.4 Given appropriate resources, the learner at his level of instruction will describe the attitudes and policies in education throughout the target regions.

I.P.O.F.L. 8.5 Given suitable resources, the learner will describe in his level of instruction, the social history of the target regions.

I.P.O.F.L. 8.6 Given access to appropriate resources, the learner will at his level of instruction describe domestic affairs unique to the target regions. (e.g. government, law, and home)

I.P.O.F.L. 8.7 Given access to appropriate resources, the learner, at his level of instruction, will describe foreign affairs unique to the target regions.

I.P.O.F.L. 8.8 Given available resources, the learner will describe, at his level of instruction, the fine arts of the target regions.

I.P.O.F.L. 8.9 Given appropriate resources, the learner, at his level of instruction, will describe the literary styles of widespread acceptance by the target regions.

I.P.O.F.L. 8.10 Given all available resources, the learner, at his level of instruction, will describe the effects of family life on social behavior.

I.P.O.F.L. 8.11 Given the target culture, the learner, at his level of instruction, will interpret in what manner and to what degree the target culture influences his own native culture.

LATIN

General Introduction to the Description of the Behavioral Objectives of:

Artes Latinae, Levels One and Two
Encyclopaedia Britannica Corporation

The description of linguistic behavioral objectives designate specific items which are presented in a carefully selected order with a very closely controlled selection of reading material. The traditional teacher will at times feel that he or she must fill in every phase of grammatical analysis which is related to the material at hand, for the sake of completeness. This would be a mistake and could undermine the work of the program, which carefully avoids including everything in a given structure until the student has a chance to recognize a structure that is meaningful in exemplifying the grammatical usage. The approach is not purely cognitive, as traditional grammatical analysis can be, but strives to employ operant conditioning, visual stimuli, review, frequent questioning in learning new material. The student who is more analytical and cognitive in his approach to the subject will sometimes have questions which exceed the scope of a given lesson. His questions are important to him in varying degrees, and the teacher should attempt to answer to his satisfaction and to indicate that what he asks will come further on in the program.

Operant conditioning is not the be-all or end-all in learning, but it provides in Artes Latinae, if carefully used, a solid and lasting cognitive and practical grasp of the Latin language. This will be invaluable to the student's permanent enjoyment of the humanistic values of the Latin language and culture. He will have a true bilingualism which will enable him to read the literature of the Latin language with true feeling.

It must also be stated that many activities are required by the use of the programmed materials, such as substitutions, transformations, writing of paradigms and sentences, answering questions, listening to tapes, viewing filmstrips, speaking in class, and many others. These are all oriented towards the specific behavioral objectives of the materials. In some cases the activities constitute actual behavioral objectives.

Behavior related to cultural understanding and appreciation will be dealt with in greater length in the description of Level III. Levels I and II deal mainly with linguistic objectives, but it is impossible to separate cultural and linguistic objectives, except by separating form from content, since language is the primary vehicle of culture. The content of the program of Levels I and II is constantly authentic material from Unit One Level One. Basic Sentences are always from an authentic Latin source.

The teacher is advised to keep the students together in the program. This permits the quicker students to spend more time in the reader and gives other students time to catch up. It would seem advisable to let each student go at his own pace, but unless the teacher can provide specific help and information, he will have to spend all of his time giving help and information to individuals on different units, while losing a group feeling which can be a great reinforcement in learning.

The teacher is also advised to stick close to the teacher's manual, to have faith in the effectiveness of the program, to apply it as directed, and to go through the program ahead of the students so as to have a necessary insight into the learning experience of the students.

Cultural objectives other than those main ones inherent in the use of a language can be found in the description of scope and sequence for the three levels of Latin.

LATIN - Level I

Forms	Grammatical Structures	Culture
NOUNS Regular nouns of the five declensions- all cases, including the vocative. ADJECTIVES a. Regular adjectives of the first, second, and third declension - all cases. b. Comparison of regular adjectives with superlative in - rimus and -limus adjectives of irregular comparison: bonus, malus, magnus, parvus, multus c. Declension of comparatives d. Possessive demonstrative, intensive adjectives e. Numerals cardinal: unus to decem, viginti, centum, mille; and declension of unus, due, tres, milia ordinal: primus to decimus ADVERBS Formation and comparison of adverbs formed from regular and irregular adjectives. PRONOUNS Personal, demonstrative, intensive, interrogative, relative, and reflexive.	NOUNS a. Nominative Subject: Experientia docet. Predicate: Britannia est insula. b. Genitive Possession: Pueri verba magistri audiunt. With nouns - objective and subjective: Amorem patriae semper laudamus. Adventus hostium cives perterruit. c. Dative Indirect object: Pater filio bono praemium dedit. With adjectives - aequus, amicus, inimicus, gratus, similis, dissimilis, par, proximus, finitimus, idoneus: Filia similis matri est. Locus castris idoneus erat. d. Accusative Direct object: Linguam Latinam legimus. Object of prepositions: Ob periculum fugit. Place to which: Ad insulam venerunt. Extent of time or space: Multos annos in urbe remanebat. Collis centum pedes altus est. Subject of the infinitive: Pater me laborare iussit. e. Ablative Means: Pecunia et cibo miseros iuvabimus. Place where: In silvis arbores virides videmus. Place from which: Romani e finibus suis migrant.	Suggested for Selection or Student Reports, or Slide Talks PERIODS IN ROMAN HISTORY Monarchy Republic Empire GOVERNMENT The Senate Popular Assemblies Cursus Honorum Consul Praetor Quaestor Other Officials Aedile Tribune Censor Dictator CLASSES OF SOCIETY The Senatorial Order The Equestrian Order The Plebeian Order THE CITY OF ROME Founding Location The Forum ROMAN LIFE Streets and Roads The Family Roman Praenomen Nomen Cognomen Education Ludus and Litterator Paedogogus Grammaticus Tabella and Stilus Dress Tunica and Toga Stola and Palla The House Atrium Compluvium and Impluvium Tablinum Peristylium Triclinium Villae and Insulae

LATIN - Level I

Forms	Grammatical Structures	Culture
VERBS a. Principal parts and stems b. The four regular conjugations, including the verbs of the third conjugation in -io; in all tenses of the indicative, active and passive; in the imperative active; all infinitives except the future passive; all participles (formation and declension) c. Conjugation of sum and possum, fero, malo, nolo, volo, ed ENCLITICS -ne and -que	With certain prepositions - ab(a), cum, de, ex(e), pro, sine; also in and sub when indicating place where: Pueri sine labore nihil efficient. Principes civitatis pro bono publico laborare debent. Time when: Aestate in campis flores sund pulchri et varii. Separation: Victoria timore periculi nos liberavit. Accompaniment: America in amicitia cum cura manebit. Manner: Silvas nostras conservamus. Personal agent: Patria nostra a viris magnis augetur. Ablative absolute: Socii, auxilio misso, superare poterunt. f. Vocative Quid agis, Marce? PRONOUNS Agreement of the relative: Puella quam vidisti mea soror est. ADJECTIVES Use and agreement: (as modifiers) Magister noster egregium exemplum proponit. (as substantive) Nostri impetum fecerunt. VERBS a. Indicative Independent clauses: Vigilis est pretium libertatis. Dependent clauses: Puella, postquam librum amisit, legere non potuit.	Meals Ientaculum Prandium Cena Amusements and Recreation Colosseum Circus Maximus Campus Martius Thermae Theater Religion Gods and Goddesses Pontifex Maximus Lares and Penates Saturnalia ROMAN CONTRIBUTIONS TO CIVILIZATION Language Law Literature Government Engineering and Architecture Calendar FAMOUS PEOPLE IN ROMAN HISTORY Aeneas Brutus Cato the Elder Cincinnatus Cornelia and the Gracchi Brothers Decius Mus Fabricius Horatius Mucius Scaevola Regulus Romulus and Remus FAMOUS MYTHS Baucis and Philemon Ceres and Proserpina Daedalus and Icarus Hercules Medusa Midas Orpheus and Eurydice Perseus and Andromeda Pyramus and Thisbe Theseus and the Minotaur

LATIN - Level I

Forms	Grammatical Structures	Culture
	b. Infinitive Complementary: Pecuniam ludis publicis dare debemus. As subject: Errare humanum. As object: Dux milites iter facere iussit. Indirect statement: Intelligit Belgas esse fortissimos. c. Imperative: Da dextram miseris. d. Participles - use of tenses; ablative absolute: Ave, Caesar, morituri te salutant. Oratione audita omnes discesserunt. e. Subjunctive (in part)	

LATIN - Level II

Forms	Grammatical Structures	Culture
NOUNS Review of the five declensions ADJECTIVES Declension of the following irregular adjectives: alius, alter, neuter, nullus, solus, totus, ullus, unus. ADVERBS Review of formation and comparison. PRONOUNS Indefinite aliquis, quidam, quisque VERBS a. Deponent verbs of all conjugations b. Defective verb: coepi c. Irregular verbs: eo, fero, fio, volo, nolo d. Subjunctive mood in all tenses, active and passive e. Gerund and gerundive	NOUNS AND PRONOUNS a. Genitive Descriptive: Murum et fossam sedecim pedum perducit. Partitive: Nihil est reliqui praeter solum agri. With adjectives: Germani erant homines cupidi belli. b. Dative With special verbs: credo, impero, noceo, pareo, persuadeo, resisto, studeo: Crede mihi. With compounds of ad-, ante-, con-, de-, etc.: Caesar Labienum decimae legioni praefecit. Purpose and reference (double dative): Locum castris delegit. Legio castris praesidio erit. Possession: Libri mihi sunt. Agent - with future passive participle and esse: Hoc opus vobis faciendum est. c. Accusative Subject of infinitive (review) Two accusatives: Caesar exercitum flumen traducit. d. Ablative Absolute (review): M. Messals M. Pisone consulibus, Orgetorix coniurationem nobilitatis fecit. Description: Erat vir summa auctoritate. Measure of difference: Tribus ante annis profecti erant.	GAIUS JULIUS CAESAR PERSONAL LIFE Birth and Early Education Later Formal Education Three Marriages Early Military Experiences Capture by Pirates Political Career Military Career The Ides of March SIGNIFICANT EVENTS Struggle between Marius and Sulla The First Triumvirate Campaigns in Gaul Crossing of the Rubicon The Civil War ACHIEVEMENTS Military Affairs Oratory Literature Statesmanship and Reforms MILITARY TERMS ARMY UNITS Pedites (legio, cohors, manipulus, centuria) Equites (ala, turma, decuria) Auxilia (levis armaturae pedites, funditores, sagitarii) Miscellaneous (fabri, exploratores, speculatores) ARMY OFFICERS Dux and Imperator Legatus Quaestor Tribunus Militum Centurio Praefectus Decurio

LATIN - Level II

Forms	Grammatical Structures	Culture
	With special verbs - utor and potior: Hostes castris potiti sunt. Respect or specification: Erat rex nomine. Cause: Periculo belli fugerunt. VERBS a. Infinitive (thorough review - as subject, object, complementary, in indirect statement) b. Indicative Relative clauses: Ei qui domi manserunt illos alunt. Temporal clauses: Cum primum id conspexit, signum dedit. Substative clauses: Gratum est quod me. c. Subjunctive Purpose: Ut ameris, amabilis esto. Pedites misit qui hostibus resisterent. Substantive volitive: Helvetiis persuasit ut exirent. Result: Tantum est periculum ut pauci veniant. Indirect question: Rogavit quid negoti in sua Gallia Caesari esset. Cum clauses - descriptive (circumstantial), causal, adversative (concessive): Cum esset in Gallia, crebi ad eum rumores afferebantur. Quae cum ita essent, impetus non fecit. Cum in his locis maturae sint hiemes, Caesar tamen in Britanniam profectus est. (Note: In each of the above teach the sequence of tenses.)	EQUIPMENT OF THE LEGIONARY SOLDIER Lorica Galea Scutum Gladius Pilum Frumentum MILITARY STANDARDS Aquila Vexillum Signum BATTLE FORMATION AND SIGNALS Acies Acies triplex Tuba and cornu MARCHING FORMATION AND BAGGAGE Agmen Primum agmen Novissimum agmen Impedimenta Sarcina Iter and iter magnum THE ARMY CAMP Castra (viae and portae) Fossa Vallum Vigilliae SIEGE TERMS Agger Aries Vinea Pluteus Testudo Turris Scala Tormenta (catapulta, scorpio, ballista) NAVAL TERMS Navis longa Navis oneraria Trireme Rostrum

Forms	Grammatical Structures	Culture
	d. Gerund and gerundive To express purpose - with ad and the accusative; with the genitive and causa: Venit ad discendum. Ad eas res conficiendas, Oregetorix deligitur. Caesaris interficiendi causa, venit Cassius. Gerundive plus a form of esse and the dative of agent, to express necessity or obligation: Caesari uno tempore omnia erant agenda.	HIGHLIGHTS OF THE GALLIC WAR BOOK I - 58 B.C. The Geography of Gaul The Helvetian Campaign War with the Germans BOOK II - 47 B.C. War with the Belgians BOOK III - 56 B.C. War with the Veneti BOOK IV - 55 B.C. First invasion of Germany First expedition to Britain BOOK V - 54 B.C. Second expedition to Britain Episode of Sabinus and Cotta Defense of Quintus Cicer's camp BOOK VI - 53 B.C. Second invasion of Germany Customs of the Gauls and Germans Pursuit of Ambiorix BOOK VII - 52 B.C. Siege of Alesia End of the War PROMINENT PERSONALITIES OF THE GALLIC WAR ROMAN Quintus Cicero Titus Labienus Titus Pullo Lucius Vorenus Quintus Sabinus Lucius Cotta

LATIN - Level II

Forms	Grammatical Structures	Culture
		FOREIGN Ambiorix Ariovistus Cassivellaunus Casticus Diviciacus Dumnorix Eporedorix Orgetorix Vercingetoris GEOGRAPHICAL TERMS COUNTRIES Gallia Gallia Cisalpina Gallia Transalpina Aquitania Helvetia Hispania Illyricum RIVERS Arar Axona Garumna Liger Matrona Rhenus Rhodanus Sequana CITIES Genava Lutetia LAKES lemannus

LATIN - Level III

Forms	Grammatical Structures	Culture
NOUNS a. Declension of the irregular nouns domus, nemo and vis. b. Locatives such as Romae, domi, ruri. VERBS a. Conjugation of malo (a compound of magis and volo) b. Present imperative of deponent verbs (passive imperative) c. Ending of the second person singular passive in -re, e.g., vocare instead of vocaris, sequebare instead of sequebaris.	NOUNS AND PRONOUNS a. Genitive with certain adjectives: Est peritus iuris. b. Dative of possession: Sunt mihi pater et mater. c. Accusative of place to which without a preposition: Domum contendit. Romam fugit. d. Ablative Place from which without a preposition: Domo abiit. Roma profecti sunt. Comparison: Quis est Catilina magis improbus? Measure of difference: Castra tribus milibus passuum absunt. With certain adjectives: Honore dignus est. With certain verbs, such as utor, fruor, and potior: Oppido potitus est. e. Locative: Romae habitat. Domi sumus. VERBS IN THE SUBJUNCTIVE a. Hortatory: Statim abeamus. b. Jussive: Arma capiant. c. Deliberative: Te ut ulla res frangat? d. Potential: Aliquis dicat. e. Optative: Utinam Cicero viveret! f. Relative clause of characteristic: Sunt qui taciti. g. Anticipatory clauses with dum, priusquam, and antequam: Expectant dum loquatur. h. Clause after a verb of fearing: Vereor ne discedat.	The following is a suggested list of topics to be treated in Level III. These topics may be taken up to provide background material when the study of an author or work is begun, and to illuminate and make more intelligent the student's reading of oratory, history, essays, and letters. They should also be taken up as they become pertinent through allusions in the text, the daily press, films, or radio and television programs. PLACES OF INTEREST Places mentioned in reading selections: Alexandria, Antioch, Athens, Bithynia, Brundisium, Cappadocia, Capua, Carthage, Cilicia, Corinth, Eturia, Ostia, Pompeii, Praeneste, Syracuse, Tiber River, etc. Geographical names continued with Cicero: Arpinum, Basilicae, Capitoline Hille, Campius Martius, Carcer, Comitium, Curia Hostilia, Faesulae, Formiae, Forum Romanum, Heraclea, Mulvian Bridge, Palatine, Reate, Rostra, Tabularium, Temples of Castor and Pollux, Concord, Jupiter Capitolinus, Jupiter Stator, Saturn, Vesta; Tullianum, Viae (Appia, Flaminia, Latina, Sacra)

LATIN - Level III

Forms	Grammatical Structures	Culture
	i. Clause after an expression of doubt: Non dubium est quin veniat. j. Conditional clauses Future less vivid (should...would): Si veniat, eum videam. Contrary to fact: Si venisset, eum vidissem. Simple (indicative): Si veniet, eum videbo. NEGATIVE IMPERATIVE Noli egredere, Catilina. Nolite currere, socii. PERIPHRASTIC CONSTRUCTIONS Active: Cicero locuturus est. Passive: Negotium mihi conficiendum est.	PROMINENT CONTEMPORARIES OF CICERO Antonius (Gaius), Archias, Atticus, Brutus, Catiline, Cethegus, Clodius, Hortensius, Lentulus, Lucullus, Manilius, Mithridates, Octavian, Pompey, Sallust, Sertorius, Tigranes, Tiro, Verres ROMAN RELIGION The growth of the city led to adapting the old gods and festivals to city life, and to the introduction of gods and cults to insure worship on behalf of the state. Religion became organized (priests, colleges, ceremonies). 1. Collegia Pontifices - headed by Pontifex Maximus Augures - auspicia, omens Fetiales - making treaties, declaring war 2. Other groups Vestales Haruspices Keepers of the Sibylline Books ROMAN GOVERNMENT 1. Review of the three orders of society 2. Groups that enjoyed varying degrees of citizenship: Libertini, Coloniae, Municipia, Civitates Foederatae 3. Popular assemblies: Comitia Centuriata and Tributa 4. The Senate Powers, duties, senatus consultum, senatus consultum ultimum

Forms	Grammatical Structures	Culture
		Meeting place: Curia or some temple 5. Review of the chief Roman officials ORATORY IN CICERO'S DAY Oratory, the only mass medium of communication in antiquity, was very important in Roman public life. 1. Main types of speeches Ad Iudices - addressed to a jury in cases of prosecution or defense; e.g. In Verrem, Pro Archia. Ad Patres Conscriptos - to praise or censure someone, or to advocate or oppose some measure; e.g. first oration In Catilinam; speech on the Consular Provinces. Ad Quirites - delivered to the people from the Rostra, dealt with matters of public interest; e.g. De Lege Manilia. 2. Divisions of an oration exordium narratio propositio confirmatio refutatio peroratio 3. Rhetorical figures These were used in order to produce an effect, to add picturesqueness, to promote emphasis, to import poetic feeling. Some of the more important figures used by Cicero are: alliteration, anaphora, antithesis, chiasmus,

Forms	Grammatical Structures	Culture
		climax, hyperbole, irony, metaphor, metonymy, personification, preterition, simile, symmetry, synecdoche, triad, word play. EVENTS IN THE LIFE OF MARCUS TULLIUS CICERO 1. Birth January 3, 106 B.C., near Arpinum. His father belonged to the equestrian order. 2. Education In Rome he studied rhetoric, poetry, and philosophy. Archias was one of his teachers. Continued his education at Athens and at Rhodes. 3. Private life His first wife, Terentia, bore him two children - a daughter, Tullia, and a son, Marcus. Divorcing Terentia, he married Publilia. Untimely death of Tullia dealt him a crushing blow. 4. Political career Began his cursus honorum as quaestor in Sicily in 75 B.C. Later prosecuted Verres for the Sicilians. Opposing orator was Hortensius whom Cicero superseded as Rome's foremost orator. Then aedileship, praetorship, consulship (as a novus homo). Suppression of the Catilinaria conspiracy. Acclaimed pater patriae. Clodius succeeded in obtaining Cicero's exile. Recall to Rome, and resumption of activities as lawyer.

Forms	Grammatical Structures	Culture
		Wrote philosophy. Proconsul of Cilicia. Sided with Pompey in Civil War; pardon by Caesar Enmity of Antony, the Philippi proscription and assassination near Formiae. Career marked by honesty and ability. Devotion to family and humaneness to slaves. Often too conservative and lacking in consistency. 5. Some important dates in Cicero's life: 106 B.C. - Birth 81 B.C. - first appear- as a lawyer 79 B.C. - studied at Athens 78 B.C. - studied under Molo, at Rhodes 77 B.C. - married Terentia 75 B.C. - quaestor in Sicily 70 B.C. - prosecution of Verres 69 B.C. - aedile 66 B.C. - praetor; first political speech, <u>De Lege Manilia</u> 63 B.C. - consul; suppressed Catilines's conspiracy and delivered the four Catilinarian orations 62 B.C. - speech <u>Pro Archia</u> 58 B.C. - forced into exile by Clodius 51 B.C. - appointed proconsul of Cilicia 49 B.C. - outbreak of Civil War; joined Pompey's side

Forms	Grammatical Structures	Culture
		46 B.C. - divorced Terentia; married Publilia 45 B.C. - divorced Publilia; death of Tullia 44 B.C. - assassination of Caesar; Philippics against Antony 43 B.C. - formation of Second Triumvirate; assassination of Cicero 6. Works, Accomplishments, Influence Orations - Cicero and Demosthenes rank as the two greatest orators in history. Over fifty speeches extant. Some of the best known: In Catilinam (four) speeches) Pro Archia, De Imperio Cn. Pompei (on the Manilian Law) Philippics, De Provinciis Consularibus, In Verrem. Essays - on oratory and on philosophy - based mainly on Greek writings; e.g., De Oratore, De Re Publica, Tusculanae Disputationes, De Senectute, De Amicitia, De Officiis. Letters (Epistulae) - ad Familiares, ad Atticum, ad Quintum Fratrem, ad M. Brutum Cicero, the greatest Latin prose writer, had a profound influence on writers of succeeding generations; e.g. Burke, Locke, Montaigne.

Forms	Grammatical Structures	Culture
		RECKONING TIME 1. The Year By the names of the two consuls; Cicerone et Antonio consulibus (63 B.C.) Counting from 753 B.C. (date of founding of Rome) A.U.C. stands for Ab urbe condita or Anno urbis conditae 2. The Month and Day. Reckoning backwards from three fixed points in a month: Kalendae, Nonae, Idus, three plural feminine nouns, modified by the adjectival names of the months: e.g. a.d.v. Kal. Apr. = March 28; Kalendas Ianuarias = December 31. 3. Day from sunrise to sunset - twelve horae, varying in length according to the season; sundials; water clocks

Artes Latinae

Expected Terminal Behavior at the End of Latin: Level One

In general, Latin: Level One is designed to provide the following:

1. the ability to read and understand Latin literature without recourse to English,
2. positive attitudes towards the study of Latin, foreign languages, and intellectual pursuits in general, and
3. improvement of study habits.

Specifically, at the conclusion of Latin: Level One the student should be able to perform these tasks satisfactorily.

1. Know 141 Basic Sentences well enough to reproduce them when prompted either by a picture, by a Latin paraphrase, or by an English translation when the sentence is clued by the first letter of each word.
2. Know 34 lines of Readings (poems) well enough to reproduce them with the removal of four words in each line.
3. Know a vocabulary of approximately 700 words well enough to recognize the meaning in context. Of these the student will have an active control of approximately 300 which he can use in constructing new Latin sentences either from visual stimuli, or in free composition.
4. Know noun forms well enough to decline any noun in Latin: Level One, when told what declension the noun belongs to.
5. Know verb forms well enough to be able to conjugate or give the synopsis of any verb in Latin: Level One in the indicative system active, again when told to what conjugation the verb belongs. He will also know the third person passive, singular and plural, of these same verbs.
6. Pronounce new Latin sentences correctly. He will possess this skill, of course, only if he has had the use of a tape recorder or if he has learned it from his teacher.

In addition, the student should be able to perform the following tasks, although their nature does not permit exact determination of satisfactory performance. (Constructing an easy sentence with 100% accuracy may not be so acceptable as constructing a more complicated sentence with 90% error.)

1. Recognize words when they occur in contexts with meanings different from those which he has learned. This task is in contrast to the former "paired associate learning" type of vocabulary drill.
2. Read at sight in Lectiones Primae material similar to that occuring in the Basic Text. This will in many instances be illustrated by pictures. The student will need some assistance from the teacher, particularly with vocabulary and occasionally with cultural concepts. He will also be able to answer Latin questions about the content.
3. Read at sight the connected stories in Lectiones Primae and answer Latin questions about the content.

4. Converse in Latin about pictures showing familiar objects and situations and answer questions on the Basic Text.
5. Construct original Latin sentences by using correctly all the structures studied with the Basic Sentences as models.

The first six skills mentioned can be learned almost entirely from the programmed text. The teacher's main function will be to motivate the student to study and to work properly. The last five skills must be reinforced by work in class.

SPECIFIC BEHAVIORAL OBJECTIVES BY UNITS

Level I

Unit I	Correct use of Program Booklet.
Unit II	Identify vowel and syllable pronunciation and read and write Basic Sentence one. Write Latin sounds from auditory recognition.
Unit III	Recall in writing Basic Sentences 2-4. Reading aloud. Ability to write as in Unit II.
Unit IV	Distinguish noun, verb, subject, and object. Identify meaning of Basic Sentences 1-5. Read at sight Graded Reader for horizontal enrichment. Answer Latin questions about content. Students who finish program materials earlier should spend time in readers. Unit tests throughout the program materials require the student to write basic sentences, transform parts of speech, read and translate, new unpreviewed sentences, recognize or reproduce basic sentences and to respond to questions in Latin.
Unit V	Recognize subjects, use variant signal. Identify and write Basic Sentences 6-7. Read by sight. (This applies to all following units.)
Unit VI	Distinguish nouns from adjectives. Identify and write Basic Sentences 8-10. Read by sight.
Unit VII	Recognize question words.
Unit VIII	Recognize connectors. Read and write Basic Sentences 13-18. Reader: read by sight.
Unit IX	Identify characteristic vowel in the five declensions; recognize and use ablative case, with cum and sine. Basic Sentence 19.
Unit X	Recognize ablative of fourth and fifth declensions; use preposition sub. Basic Sentences 20-22.
Unit XI	Recognize passive verbs (ablative with a/ab). Be able to transform from active to passive. Be able to transform from passive to active. Basic Sentences 23-24.
Unit XII	Recognize neuter nouns of second and third declensions (same form in nominative and accusative cases). Interrogative pronoun quid. Basic Sentences 25-27.
Unit XIII	Recognize the meaning of gender in nouns of all declensions. Be able to make nouns and adjectives agree.

Unit XIV — Be able to recognize and transform nouns of first and second declensions from singular to plural and vice versa in nominative, accusative, and ablative cases. Basic Sentences 36-39.

Unit XV — Be able to recognize and transform nouns of third, fourth and fifth declension. Basic Sentences 40-44.

Unit XVI — Recognize plural forms of neuter nouns in nominative, accusative and ablative cases. Basic Sentences 45-48. Recognize present participle.*

Unit XVII — Recognize construction of sentence using verb to be (esse). Write paradigms for hic and ille. Using film strip "Vita Cottidiana," accompanying Unit XVII, comprehend meaning of captions, transform captions and answer questions. Basic Sentences 49-56.

Unit XVIII — Recognize past participles and differentiate them from present participles. Review Basic Sentences 1-61. (This unit represents a sort of plateau. The teacher should be very careful at this point to lead the students through the materials so that the students do not get held up or discouraged. Much new material has by this time been introduced and this unit attempts to give the student a chance to consolidate what he has learned.) Basic Sentences 57-61.

Unit XIX — Recognize ordinal numbers 1-10, vocative, adverb formations, use of relative pronouns; review prepositions with ablative. Basic Sentences 62-68.

Unit XX — Recognize and use dative singular of third, fourth and fifth declensions. Expand Basic Sentences 15-41, write paradigms. Basic Sentences 69-72.

Unit XXI — Recognize and use dative plural in all declensions, special verbs with complement in the dative. Contrast paradigms of nine major divisions of nouns. Basic Sentences 73-78.

Unit XXII — Recognize and use genitive case in all singular declensions, do paradigms of all cases in all declensions. Differentiate cases. Basic Sentences 79-89.

Unit XXIII — Recognize genitive plural in all declensions. Review basic sentences as directed. Paraphrase basic sentences used in this unit. Use filmstrip "Imperium Romanum." Basic Sentences 90-97.

Unit XXIV — Identify the infinitive, first and second person singular of the present tense of the second conjugation. Make paradigms for four conjugations. Expand basic sentences with ego and tu. Basic Sentences 98-104.

* The teacher should be very careful at about this point that students do not get bogged down as more new material is introduced. This is a crucial point.

Unit XXV Write paradigms of the four conjugations in all persons, present tense. Expand with all persons. Basic Sentences 105-109.

Unit XXVI Recognize imperfect and future tenses for all conjugations in all persons. Do synopsis of present, imperfect and future tenses. Basic Sentences 115-123.

Unit XXVII Recognize perfect tense, principal parts of verbs, prepositions with the accusative. Basic Sentences 124-136.

Unit XXVIII Recognize pluperfect tense. Write verb paradigms of all verb tenses studied thus far. Basic Sentences 137-138.

Unit XXIX Recognize future perfect tense. Write paradigms of all verb tenses, all conjugations. Basic Sentences 139-141. Give principal parts of verbs, conjugate verbs in all declensions, answer questions in Latin on basic sentences.

Unit XXX Write principal parts of new verbs, recognize passive perfect, passival forms, read new reading material.

SPECIFIC BEHAVIORAL OBJECTIVES BY UNIT

Level II

This level continues the program and has a reader Lectionis Secundag and a Reference Notebook accompanying the text. Reading by sight and writing new linguistic structures will constitute behavioral objectives in each unit, along with the other specific objectives derived from the program materials, which will also include programmed readings and thorough review.

Unit I — Recognize and use deponent verbs, write Basic Sentences 1-11. Do programmed reading 1.

Unit II — Recognize and use indirect statement. Basic Sentences 12-13. Do readings 2-6.

Unit III — Recognize passive infinitive and differentiate from active in form and meaning. Basic Sentences 14-21. Readings 7-8.

Unit IV — Recognize and use the independent subjunctive forms. Basic Sentences 22-30. Reading 9.

Unit V — Recognize and use dependent subjunctive in present tense. Basic Sentence 31. Readings 10-15.

Unit VI — Recognize and use indirect question. Readings 16-21.

Unit VII — Read Phaedrus, a fable. Do readings 22-25.

Unit VIII — Recognize and use imperfect subjunctive. Do readings 26-27.

Unit IX — Construct comparisons of adjectives. Basic Sentences 32-38. Readings 28-34.

Unit X — Recognize and manipulate first and second person passive endings in singular and plural, locative case. Basic Sentences 39-44. Readings 35-43.

Unit XI — Use vocative case, imperative singular. Basic Sentences 45-48. Readings 44-47.

Unit XII — Recognize and use independent subjunctive forms of imperfect and pluperfect subjunctive, active and passive, ablative absolute. Basic Sentences 49-51. Readings 48-51.

Unit XIII — Recognize and use perfective injunctive, future participle. Basic Sentence 52. Readings 52-56.

Unit XIV — Recognize and use imperative plural. Basic Sentences 53-55. Readings 57-61.

Unit XV — Recognize and use perfect subjunctive, accusative of exclamation, utor with ablative complement, subjunctive in subordinate clauses of indirect statement. Readings 62-65.

Unit XVI Recognize and use pluperfect subjunctive, double dative, negative commands. Basic Sentences 56-61. Readings 66-71.

Unit XVII Recognize and use gerundive construction, connectives. Read Caesar, De Bello Gallico, Chapter 1. Basic Sentences 62-66.

Unit XVIII Recognize and use gerunds, adjectives with genitive, compound verbs with dative. Caesar, De Bello Gallico, Chapter 2. Basic Sentences 67-73. Readings 72-76.

Unit XIX Use quin, recognize and use supine in u, impersonal verbs. Caesar, De Bello Gallico, Chapters 3-4. Basic Sentences 74-78.

Unit XX Recognize phrases expressing "place to which" without preposition, Roman calendar system, dum with subjunctive. Caesar, De Bello Gallico, Chapters 5-7.

Unit XXI Use quo plus comparative subjunctive to show purpose, supine in un; Nihil Vini Est construction, variant genitive of Second Declension nouns, Roman Nomenclature. Caesar, De Bello Gallico, Chapters 8-12. Basic Sentence 79.

Unit XXII Use verbs with complement in genitive, differentiate positions of subordinate clauses. Caesar, De Bello Gallico, Chapters 13-14.

Unit XXIII Use distributive numerals, historical injunctive. Caesar, De Bello Gallico, Chapters 15-22.

Unit XXIV Use impersonal passive, accusative of time and distance. Caesar, De Bello Gallico, Chapters 23-29.

BEHAVIORAL OBJECTIVES

Level III

After the student has learned basic grammar and completed courses 411, 412, 413, 421, 422, 423, he should be able to go on in any of the following suggested quarter courses (at Lincoln). Classes might meet for a half period daily, or three days a week, with the students working on a more or less independent basis.

431 - Cicero and Sallust - Orations against Catiline

Through Sallust's commentaries on Catiline's conspiracy against the Roman government, the student will be able to undestand the importance attached to Cicero's orations. Through translation and analysis of the orations themselves, the student will recognize the careful organization involved in preparation of a Roman oration. Recognize the influence of Cicero on Locke, Burke, Montaigne.

432 - Cicero's Pro Archia and Selected Letters

The student will be able to recognize another facet of Cicero's personality in his defense of Archias, a former teacher; to understand Roman literature better; then to contrast the orator Cicero with the more human side of the man revealed in his letters.

433 - Vergil's Aeneid - Books I, II, III

The student will learn to recognize Vergil's place in literature as Rome's outstanding epic poet, to contrast Homer and Vergil and to follow Vergil's influence on later poets - Shakespeare, Spenser, Dryden, Marlowe, and Swinburne. Parts of the Aeneid will be read in the original (Pharr or Knapp texts) and parts in translation.

434 - Vergil's Aeneid - Books IV, V, VI

(Prerequisite 433)
Objectives same as above.

435 - Vergil's Aeneid - Books VII - XII

And selections from his minor poems plus Eclogues and Georgics
Objectives same as above.

436 - Ovid's Metamorphoses and Fasti

The student will seek to recognize Ovid's place among Roman poets; to compare and contrast Vergil and Ovid in purpose, style, and content. The student will learn about Ovid, the man, and sample the writings of his early years, middle years, and final years. He will concentrate, however, on the Metamorphoses and Fasti. (Scott, Foresman Latin III)

437 - Plautus' Captivi, Curculio, and Mostellaria

The student will recognize Plautus as Rome's most popular writer of comedies, realizing that, though indebted to the Greeks for plots, he added a certain farcical element and the stock characters associated with today's musical comedies.

Captivi in its prologue and five acts uses twelve characters, a rich old man, his two sons (one kidnapped as a small child), a freeloader or parasite, overseer and various slaves - to enable the reader to see the master-slave relationship and to rejoice with the father when his sons are returned to him as free men.

Curculio, with nine characters and five acts, employs the old man, the slave girl, the slave dealer, a banker, an important ring won in a gambling bout, an exasperated soldier, disguises and trickery, all followed by love triumphant. (Curculio is the freeloader of parasite.)

Mostellario (more familiarly known as Ghosts or The Haunted House) provides roles for fifteen or more actors in its four acts. The characters - a young man from Athens, his father, his friend, their girlfriends and slaves assigned to each - become involved with a money lender and a haunted house.

Text - Plautus for Reading and Production (Scott, Foresman)